

# TIE 300 Session #2

<http://tie300fall2012.wikispaces.com>

September 20, 2012

# Welcome back!

## Today's Agenda:

- Check in
- Blog review from last week
- Stages of Technology Integration
- Web Presence Examples
- Web 2.0 Cool Tool: BibMe
- Homework

# Check in/Blog Review

- Checking in: the directions from last week's assignments are now listed on the class wiki. If you need to review what is due please visit

[http://tie300fall2012.wikispaces.com/Notes\\_from\\_Nicole](http://tie300fall2012.wikispaces.com/Notes_from_Nicole)

- Even though class this week is “online” the assignments from week 1 are still due by Thursday September 20, 2012. Please check the syllabus for information regarding late assignments.

## **Blog Review:**

- Two blog posts to date: “welcome” & “research”
- Make sure your blog post is linked to our wiki
- Work on your blog, visit the blogs of classmates. Make comments! Ask questions! (take 20 minutes to do this now)

# Class Norms

<http://corkboard.me/exlqhleTpY>



- Last week one of your assignments was to contribute to the Corkboard.me assignment. **Take 10 minutes now** to view the comments of your classmates

# Stages of Technology Integration

- **Background**: 1980's- Apple Computers study of classroom teachers (funded by National Science Foundation). Put computers in classrooms...see what happens.
- “State of the Art” computers given to volunteers. Minimum training provided with teachers asked to keep journals.
- Variations: each student and the teacher receiving classroom computers, same, but each student and teacher also got computers for home, laptops for teachers and students
- More on the study here:  
<http://www.apple.com/nl/images/pdf/acotlibrary/rpt7.pdf>

# Stage 1: Entry

*Developmental stages the teachers went through...*

- Aware of technology but doesn't get involved with it
- Don't buy into the "technology can improve my teaching" mindset
- Leave technology teaching to the technology teacher
- They don't trust technology
- Not interested in attending technology training

# Stage 2: Adoption

*Developmental stages the teachers went through...*

- Adopts one or two tools that make sense to them
- Usually personal productivity tools
- These tools are productive but don't make it into teaching and learning
- Teachers in this stage still see technology as something taught by someone else
- Computers stay on teachers desk
- Reluctance to let students use computers since they couldn't help troubleshoot

# Stage 3: Adaptation

*Developmental stages the teachers went through...*

- Teacher begins to buy into technology and tries some technology with students
- Usually begins with word processing documents- all students doing one thing
- Technology is added into existing lesson, doesn't take the place of anything (students write their assignment on paper in class then go to the lab to type it out)
- Slow going, frustrating stage. Many teachers go back to adoption stage and end up back and forth between the two stages



# Stage 4: Appropriation

*Developmental stages the teachers went through...*

- Teacher's technology confidence is high
- Because of this technology is embedded everywhere, in all lessons
- The stage of "excess"
- This teacher often wants every piece of technology in the building that is available to them to be in their classroom (but many times these technologies are being used on a regular basis)
- This teacher often will begin to seek out opportunities to bring in technology for their classroom use only (grants)

# Stage 5: innovation

*Developmental stages the teachers went through...*

- Teacher has become more selective in technology choices and use
- The focus is finding what technology works in the curriculum
- Technology becomes one of many tools, not the only tool used
- Students have choice (for example with presentations) to use technology or not to
- Teacher can no longer be dazzled with flying words or fancy music

# Tips to Foster Growth through Stages

- For Entry level teachers look for a hook: is there a tool that can make a task easier for them? Is a colleague they admire in a higher stage? Don't look to make the Entry level teacher an instant Innovator- look to get them open to technology (even if the tool is not used with students or in curriculum)
- Provide exposure to teachers at the next stage- sharing
- Model technology use yourself!
- Recognize you, too may move back to Entry level with a new tool. Take time to learn and play before you expose the tool to students
- Create a climate where you are a learner and students and colleagues see that

# Technology Integration Matrix

- *Developed by the Florida Center for Instructional Technology at the University of South Florida College of Education. Funded with grants by Florida's Dept. of Education*

Matrix contains:

- Characteristics of the Learning Environment
- Levels of Technology Integration into the Curriculum
- <http://fcit.usf.edu/matrix/> (<http://mytechmatrix.org>)

# Technology Integration Matrix

- <http://mytechmatrix.org>

## What is the Technology Integration Matrix?

The Technology Integration Matrix (TIM) illustrates how teachers can use technology to enhance learning for K-12 students. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (i.e., reflective), authentic, and collaborative (Jonassen, Howland, Moore, & Marra, 2003). The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells as illustrated below.

## What is the history behind the tool?

The Technology Integration Matrix (TIM) was developed to help guide the complex task of evaluating technology integration in the classroom. Basic technology skills and integration of technology into the curriculum go hand-in-hand to form teacher technology literacy. Encouraging the seamless use of technology in all curriculum areas and promoting technology literacy are both key NCLB:Title II-D/EETT program purposes. The Inventory for Teacher Technology Skills (ITTS) companion tool is designed to help districts evaluate teachers' current levels of proficiency with technology and is also used as a professional development planning and needs assessment resource. The TIM is envisioned as an EETT program resource which can help support the full integration of technology in Florida schools.

## What is in each cell?

Each cell in the matrix will have a video (or several videos) which illustrate the integration of technology in classrooms where only a few computers are available and/or classrooms where every student has access to a laptop computer.

Please **take 30 minutes now** to look through the matrix and the website it is on. Find subjects relevant to your interests or current roles. Watch a few videos to get an idea of how technology is integrated in each area

# Professional Web Presence Assignment

*This site will be used throughout the course as a way of representing yourself as a professional by presenting your beliefs about teaching and materials that you create for the classroom, as well as a way to introduce yourself professionally. It will serve as a repository for the work that you do in this course.*

## **Components:**

- *Welcome statement*
- *Contact Page*
- *Link to Blog*
- Educational Philosophy
- 20 web links
- Professional Library
- ??? (additional content you find relevant)

# Web Presence Examples

Below are links to examples of websites created by students in NLU's Technology in Education Masters program. The first link is to my portfolio I designed when I was in the program. The second link is to a group of additional examples. While you will not be responsible for exactly the same content it is still good to get an idea of what a professional web presence looks like.

Please **take 30 minutes now** to look through the examples. Take notes on what you like about specific examples (design, layout, language) and what you don't like. This gives you a good start to planning your own site.

- <http://nmzumpano.wix.com/tieportfolio>
- <http://groups.diigo.com/group/tie592>

# Free Website Websites

The following slide gives links to companies that provide free websites. Take some time (**5-10 minutes per site** is acceptable) to look through each site. If they have feature videos, tutorials or galleries look through them.

Decide which site you would like to use to create your professional website and sign up for a free account.



# Free Website Websites

<http://www.webs.com>



<https://www.yola.com>



<http://www.wix.com>



<http://magnt.com>

<http://www.weebly.com>



# Web 2.0 Cool Tool: Bib Me

- <http://www.bibme.org>



This week's "Cool Tool" is BibMe. BibMe is a service that allows you to create free bibliographies. You can enter basic information and tell BibMe what format (MLA, APA, etc.) to create your bibliography in. It will format and alphabetize your entries that can then be saved, added to, and downloaded as a Word document. **Take 5 minutes** to have a look!

# Due Next Week

- **Website**: create a welcome page, a contact information page, and a link to your blog. If you wish to combine the contact and blog pages you can
- Reflective Blog Post #3: “Stages”. Look back at the PowerPoint from tonight's class. Read through the Stages of Technology Integration slides mentioned in the ACOT study. Which stage are you at now (personally or professionally)? Is there one stage that you found to be particularly easy and/or difficult? Do you agree with the stages as they are listed, or is something missing? Do you know of an instance with a colleague that easily fit in one of the listed stages? Use the questions above to guide your post.